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ABSTRACT

The self concepts of multiethnic Spanish speaking children were measured using a Spanish translation of the Self Appraisal Inventory, Primary Level, developed by the Instructional Objectives Exchange in Los Angeles, in cooperation with the Elementary Secondary Education Act Title III programs throughout the United States. The test was administered to thirty-one Spanish speaking children in grades 1, 2, and 3 of the bilingual program in metropolitan New Orleans. Computation of an internal consistency estimate was done by computer at the University of New Orleans to determine the reliability of the Spanish version of the test. Measures designed to be used for very young children at the primary levels yielded lower internal consistency results than had been contemplated. However, measures in this study deal with affective, not cognitive, learner characteristics, and more internal consistency could be anticipated from a measure of intellectual aptitude. (Author/BW)

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RELIABILITY MEASURE OF THE SELF-APPRAISAL INVENTORY PRIMARY LEVEL, SPANISH VERSION A PILOT STUDY

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DESCRIPTORS: Bilingual-Bicultural Education, Bilingual Testing, Reliability Measure, Self-Appraisal Testing, Self-Concept Testing, Spanish-Speaking Children's Test of Self-Concept

ABSTRACT: The self-concepts of multi-ethnic Spanish-speaking children were measured using a Spanish translation of the Self-Appraisal Inventory, Primary Level, developed by the Instructional Objectives Exchange in Los Angeles, California, in cooperation with Title III ESEA programs throughout the United States. The test was administered to 31 Spanish-speaking children in grades one, two, and three of the bilingual program in metropolitan New Orleans. Computation of an internal consistency estimate (Kuder-Richardson 20) was done by computer at the University of New Orleans to determine the reliability of the Spanish version of the test. Measures of the English and the Spanish version of the test are compared.

RELIABILITY MEASURE OF THE SELF-APPRAISAL INVENTORY PRIMARY LEVEL, SPANISH VERSION A PILOT STUDY

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Zirkel (1971) reviewed numerous studies of self-concept and ethnic background of "the disadvantaged" with Negroes and Mexican-Americans receiving the most attention in this area of research. He found that virtually none of the studies involving Spanish-speaking children mentioned any special examiner or instrument provisions to take into account the possible linguistic and cultural differences of such subjects. Gezi (1974) states that it seems evident from research in the field of bilingual-bicultural education that there is an urgent need to conduct more well-designed and controlled studies in every phase of this field. Woodford (1975) notes that evaluation in bilingual-bicultural programs is a critical need and that evidence of change in attitudes and self-concept of children must be gathered and evaluated.

METHOD

Design and Procedure. The self-concepts of multi-ethnic Spanish-speaking children were measured using a Spanish translation of the Self-Appraisal Inventory, Primary Level. This test was administered to 31 Spanish-speaking children in grades one, two and three of the bilingual program in

metropolitan New Orleans during the spring of 1976. The purpose of the study was to determine the reliability of the Spanish version of the test.

Subjects. The population of the study consisted of 80 multi-ethnic Spanish-speaking children in the primary grades, one through three, of the bilingual program in New Orleans. The two schools which the students attended are model elementary schools for the bilingual education program. Letters in Spanish explaining the study as well as consent forms were sent to the parents of the students. The sample, as a result, consisted of 31 Spanish-speaking students who returned signed permission forms consenting to take part in the study. Countries represented in the sample are shown in Table 1.

Table 1

Country	Number of Students
Colombia	6
Cuba	12
Honduras	9
Mexico	1
Nicaragua	1
Puerto Rico	1
Spain	1

Ages represented in the sample are shown in Table 2.

Table 2

Age	Number of Students
6	7
7	9
8	10
9	5

Instrument. The Self-Appraisal Inventory, Primary Level, was developed by the Instructional Objectives Exchange (IOX), Los Angeles, California, in cooperation with Title III Elementary and Secondary Education Act programs throughout the United States. The 36-item test was translated into Spanish in New Orleans by three native Spanish-speaking individuals, two from Cuba, and one from Colombia, each working separately from the other. Four Spanish-speaking primary teachers refined the language for use with very young children. The final form was approved by a Spanish professor in the Department of Foreign Languages at the University of New Orleans and administered orally to the children two at a time.

Computation of an internal consistency estimate (Kuder-Richardson 20) was done by computer at the University of New Orleans for the total test and for the four sub-categories: peer, family, scholastic and general.

RESULTS AND DISCUSSION

The measures of the pilot study are compared with those of the IOX in Table 3.

Table 3

	IOX (English)		UNO (Spanish)*	
	n	r	n	r
Self-Appraisal Inventory	124	.37	31	.44
General	116	.50	31	.24
Peer	117	.60	31	.07
Scholastic	116	.62	31	.49
Family	119	.61	31	.51

*Mean = 25.10
SD = 3.30

It should be noted that measures designed to be used for very young children at the primary levels yielded lower internal consistency results than had been contemplated by the IOX or by the investigator. However, measures in this study deal with affective, not cognitive, learner characteristics. The IOX states: "These educators who have been accustomed to expect reliability coefficiency approximately .80 - .90 must recall that one would anticipate more stability and perhaps more internal consistency from a measure of mathematical competency or intellectual aptitude than from one's more vacillating self-esteem." (IOX, 1972, 15). It should also be noted that fourth, fifth, and sixth graders were not included in this study and the age-range was limited to six through nine.

There is need for further research increasing the number in the sample in order to determine whether the English and the Spanish versions of the Self-Appraisal Inventory, Primary Level, are equivalent. Inquiries about the two versions of the test should be directed to the Instructional Objectives Exchange.

REFERENCES

Instructional Objectives Exchange Measures of Self-Concept K-12, Revised edition. California: Instructional Objectives Exchange, 1972.

Gezi, K. Bilingual-bicultural education: a review of relevant research. California Journal of Educational Research, 1974, 25, 223-239.

Woodford, P. Bilingual-bicultural education: a need for understanding. ACTFL, 1975, 397-433.

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APPENDIX

SELF-APPRAISAL INVENTORY, PRIMARY LEVEL
Spanish Translation

1. ¿Caes bien o tus compañeros creen que eres simpático?
2. ¿Tienes problemas en casa a menudo?
3. ¿Puedes hablar bien en frente de los alumnos o tus compañeros en la clase?
4. ¿Deseas ser más joven?
5. ¿Eres una persona importante en tu familia?
6. ¿Te sientes que no estás aprendiendo en la escuela a veces?
7. ¿Te gusta ser como eres?
8. ¿Tienes bastantes amigos?
9. ¿Tu familia te exige o quiere demasiado a tí?
10. ¿Qusieras ser otra persona?
11. ¿Puedes esperar tu turno con paciencia?
12. ¿Hacen tus amigos lo que tu quieres con frecuencia?
13. ¿Es fácil para tí sacar buenas notas en la escuela?
14. ¿Rompes a menudo tus promesas o no cumples tú las promesas?
15. ¿Tienes más amigos que la mayoría de los niños?
16. ¿Eres inteligente?
17. ¿Los otros niños caen mejor que tú o son más agradables que tú?
18. ¿Eres siempre el último en ser escogido en los juegos?
19. ¿Las cosas que haces en la escuela son fáciles para tí?
20. ¿Sabes mucho?
21. ¿Puedes sacar buenas notas si tu quieres?
22. ¿Te olvidas fácilmente de lo que aprendes?
23. ¿Te sientes muy sólo a menudo?
24. ¿Si tienes algo que decir, lo dices por lo general?
25. ¿Te pones bravo a menudo en la casa?
26. ¿Te sientes avergonzado a menudo?
27. ¿Te gusta que la profesora te haga preguntas delante de los otros niños de la clase?
28. ¿Piensan los otros niños que eres muy trabajador(a)?
29. ¿Es difícil para tí tener amigos?
30. ¿Es difícil para tí hablar delante de la clase?
31. ¿Otros niños terminan las tareas de la clase más rapidamente que tú?
32. ¿Te molesta mucho tu familia?
33. ¿Eres un problema para tu familia?
34. ¿Está tu familia alegre de tí?
35. ¿Puedes contarle a tu familia tus problemas?
36. ¿Tus padres te quieren aunque hayas hecho algo malo?